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ABSTRACT

A 1979 survey of career education programs in the secondary schools of New Zealand revealed a general need for improvement. Most of the 269 programs surveyed could be improved in a number of areas, particularly definition, coordination, and commitment. Some schools, for example, define career education as career advising, when in fact it should be a broader, more comprehensive program. Other schools call their programs career education activities "programs," when they are but disjointed efforts or units of instruction. Lack of coordination in many schools is shown by the uncertainty about who is in charge and unawareness about what teachers are doing relevant to career education. A common assumption is that career education is the province of the guidance counselor. The survey showed the need for a career education coordinator in all schools and inservice training for all teachers if the program is to be workable. The study also showed that the commitment of schools to career education is limited. Of the schools surveyed, 29 percent have no program at all. Even when programs exist, staff are often reluctant to become involved, and parents often lack enthusiasm even for one-evening "career nights." The study, however, did find some schools with excellent career education programs, and showed that positive steps have been taken in setting up demonstration project schools and developing resources for career education. The survey provides the basis and direction for further development of career education in New Zealand's secondary schools. (Appended materials include the survey, career education guidelines, and educational staffing and salary regulations.) (KC)

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ED211677

CAREER EDUCATION

in

SECONDARY SCHOOLS

- A Report on the 1979 Survey -

Department of Education, Wellington, 1981

CE 030 899

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FOREWORD

This report comes at a time when there is much discussion of the role of the school in preparing its students for the transition from school to work. Until now, however, there has been no national picture of what schools were actually doing.

The report shows that a great number of schools have, over many years, been developing programmes to assist their students to cope more adequately with the transition from school to work.

I sincerely thank all of those who so willingly participated in its preparation.

W L Renwick
Director-General of Education

A C K N O W L E D G E M E N T S

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INTRODUCTION

Defining Career Education

What is career education? One authoritative definition is "a focus for personal development through the curriculum and a foundation for individual vocational counselling".[1]

Some criteria for a good career education programme are succinctly set out in guidelines reproduced from a United Kingdom Careers Education Survey.[2]

> "A school providing good careers education may be expected to display the following features:
>
> i a policy of careers education for all pupils;
>
> ii a curriculum that 'keeps doors open';
>
> iii a pastoral system of which careers education forms an integral part;
>
> iv careers work co-ordinated by a nominated teacher with the necessary training, experience and status;
>
> v active involvement of other members of staff in careers work, and effective communication between all concerned with the curriculum and with pastoral care;
>
> vi time made available both for teachers and pupils;
>
> vii an effective working relationship with the careers office, with higher and further education, and with the world of employment;
>
> viii adequate collection and storage of information about all pupils;
>
> ix effective discussion between the pupil and all concerned with guidance - parents, teachers and careers officers (NZ equivalent - Vocational Guidance Counsellor);
>
> x adequate accommodation and resources, well used".

---

1 Guidelines for Career Education in Secondary Schools. A report based on Hogben House course, July 1978 and other services. Edited by R G Thomson, Senior Guidance Adviser, Christchurch Vocational Guidance Centre. May 1979. (Appendix B)

2 Career Education in Secondary Schools; Education Survey 18, Department of Education and Science, UK. HMSO 1973 p69.

TABLE 1: TWO ASPECTS OF CAREERS GUIDANCE [1]

CAREER EDUCATION - (complementary) (interdependent)	- CAREERS ADVISING
- Incorporated in curriculum subjects.	- An extra-curricula and specialist function.
- Taught by teaching staff.	- Provided by guidance staff.
- Classwork programmes for all students and levels.	- Individual counselling at appropriate points.
- To foster development of vocational knowledge and ideas.	- To aid career exploring, planning, and decision making.
- With specialist support of guidance staff, and drawing on community resources.	- With support of Vocational Guidance Service and other counselling services.

It is not, as may be supposed, a separate subject. Nor is it a new concept. Much of it is based on present classroom activities, especially in social studies and economic studies. It may be argued that any subject fulfils the aims of career education to the extent that it prepares students to participate in various "life roles" - at work, at home, and in leisure activities to name a few. Many roles or positions, of which occupation is just one, are occupied by a person in his life-time. Career education has implications for all these positions or roles.

All school subjects, not forgetting planned activities like outdoor education and work experience, have a part to play in this process. Curriculum planning with the objectives of career education in mind, is a pre-requisite for the success of any career education programme.

Career education in no way replaces that long established institution in schools, the careers adviser. The latter has traditionally given careers information to pupils, often on a one-to-one basis, about occupational possibilities and employment prospects. This important work can be complemented by career education which seeks to establish a 'foundation' for the individual vocational counselling carried out by the careers adviser.

---

1 Guidelines for Career Education in Secondary Schools.

Background to the Survey

In a number of ways, the time was ripe for a survey of career education programmes in New Zealand schools in 1979.

1 There had been much work done in this field over the last few years. Initiatives and developments included;

- 1971 Report on Guidance in Schools;
- Work Exploration - Ministerial Working Party, including representatives of -
  - Federation of Labour, Employers,
  - Post-Primary Teachers Association,
  - Secondary Schools Boards Association,
  - State Services Commission,
- Form 1-4 Social Studies,
- The appointment in 1979 of two education officers to the Department of Education, Head Office, with responsibilities in guidance, which includes careers;
- A number of national in-service courses.

At the same time, there has been little co-ordination and much repetition.

2 Career education is a topical subject. The State Secondary Schools Principals Conference, 1979, had as its theme "bridging the gap: the world of school and the world of work." The Teachers' Refresher Course Committee held a course in August 1980, entitled "Towards Education, Unemployment and Leisure in the 1980's". There is clearly a concern about how, in a time of high unemployment, schools can best prepare pupils for the world of work. The same concern has been expressed by several politicians and in a report by the Employers Federation.[1] In view of this concern, a survey of school programmes of career education seemed opportune.

3 In 1979 a new policy proposal on Career Education was approved by the Minister. Two main actions were envisaged:

a a nation-wide survey to gather information about the existing programmes of Career Education in schools;

b the setting up of twelve "project schools" three of each in the four regions, with special assistance, including the services of seconded advisers, to develop programmes as case studies for future development.

---

1 Response by Employers Federation to Johnson Report.

Note:

The Project Schools

Project schools have now been selected, three to a region. These are:-

Region	School	Adviser
Auckland	Birkdale College	(Noel McKay
	Takapuna Grammar	-(Guidance Counsellor
	Hillary College	(Lynfield College
South Auckland	Rangitahi College, Murupara	(Jan Burbidge
	Reporoa College, Reporoa	-(Deputy Principal
	Western Heights High School Rotorua	(Rotorua Girls High School
Central	New Plymouth Girls High School	(Rod Greensill
	Okato College	-(Guidance Counsellor
	Stratford High School	(Spotswood College
Southern	Christchurch Boys High School	(Gerald Thomson
	Lincoln High School	-(Senior Guidance
	Ashburton College	(Adviser, Vocational Guidance Service Christchurch

WHAT THE SURVEY SHOWED

The Stated Policy of Schools

> Questions 1 - 3 ask whether a programme exists, how is it defined, and what are its objectives.

Asked whether the school had a careers education programme, 71% (191) of schools answered "Yes"; 29% (78) answered "No".

Several said that while they did not have a programme at that time, they intended introducing one soon. This intention was often linked with the expected appointment of a guidance counsellor. Of one school the surveyor reported:

> "The Principal expects the guidance counsellor to set up a programme." Again, a number answered "Yes" with qualifications, such as "sketchy", "nothing formal", "for fourth form only", "barely; a social studies work-oriented unit for lower ability classes only..." "Very loose-knit and nothing really planned".

Clearly much work is needed in the development and co-ordination of programmes in many schools.

Question 2 asked "What is the school's definition of career education?" This was an open-minded question which attracted 359 individual comments. When these were analysed it was found that schools see career education in terms of 13 main objectives.

Some schools defined their programmes in terms of a combination of these ideas, while other schools stressed only one. Of these, "preparation for the world of work" was the most recurrent. Perhaps schools saw this as a general aim which encompassed some of the more specific activities mentioned such as "improving social skills" or "job placement assistance".

Set out below are the 13 objectives, together with the number of schools which included them in their definitions and the percentage of all surveyed schools that this number represents.

TABLE 2: DEFINED OBJECTIVES IN CAREER EDUCATION PROGRAMMES

	Schools	% of schools surveyed
preparation for world-of-work:	49	18.2%
opportunity awareness:	35	13.0%
self awareness	34	12.6%
job seeking skills:	24	8.9%
subject options in relation to occupation:	22	8.2%
work exploration:	21	7.8%
careers information:	15	5.6%
broaden students' horizons:	14	5.2%
job placement assistance:	14	5.2%
decision-making skills:	14	5.2%
education planning related to career futures:	13	4.8%
social skills:	12	4.5%
maximisation of career choices:	11	4.1%

Most of these objectives are set out and explained in Appendix A, Guidelines For Career Education. Self-awareness (or self-knowledge) aims at helping students to explore their own interests and aptitudes, to become aware of their strengths and weaknesses, and to identify their own values. In these ways Career Education aims at promoting the personal growth of students.

Also stressed, is the theme of opportunity awareness. The aim is to help pupils realise the range of occupations open to them - to "broaden students' horizons" by providing "careers information" and "work exploration".

Skills, including social, decision-making and job-seeking, are recognised by schools as forming part of a defined career education programme.

A number of schools recognise that many students are motivated by a vocational orientation and part of career planning is to receive advice on their choice of subject options in order to "keep doors open" for later career decisions. A good general education is part of career education.

Some schools included job placement assistance in their definition of career education. However many schools do not state this. The question could be raised as to whether job placement is part of a school's role.

Objectives were examined more specifically in QUESTION 3 "Which career education objectives are specified at each form level?" Table 3 shows the results both in terms of number of schools specifying each objective at each level and the percentage of the schools surveyed represented by this number. It should be noted that while these objectives are tabulated separately, they are often overlapping in their implications.

TABLE 3: SPECIFIED CAREER EDUCATION OBJECTIVES

	F3	F4	F5	F6/7
self-awareness	73 (27.1%)	164 (61.0%)	61 (23.0%)	55 (20.5%)
opportunity awareness	78 (29.0%)	199 (74.0%)	97 (36.1%)	83 (31.0%)
decision-making skills	41 (15.3%)	114 (42.4%)	76 (28.3%)	71 (26.4%)
transition skills	27 (10.0%)	88 (32.7%)	107 (40.0%)	87 (32.4%)
social skills	36 (13.4%)	74 (27.5%)	58 (21.6%)	51 (19.0%)
budget skills	17 (6.3%)	11 (4.1%)	11 (4.1%)	8 (3.0%)
independence skills	11 (4.1%)	13 (4.8%)	8 (3.0%)	11 (4.1%)
work concepts	3 (1.1%)	16 (6.0%)	2 (0.75%)	1 (0.38%)

The figures reveal a heavy emphasis on career education at the form four level. This may reflect the place of the booklet "Looking Ahead", which has been published annually for many years "For Form Four Students and their Parents", and provided to schools on the basis of a copy for every Form 4 student. About a quarter of the schools also provide some form of work exploration at this level.

But probably the chief reason for the emphasis on career education in Form 4 is a marriage of convenience with social studies[1] at this level. Their objectives are concurrent. Social studies should help students -

> "To develop those ideas and skills that will contribute to their understanding of themselves and their society."
>
> "To think clearly and critically about human behaviour and values so that they make reasoned choices."
>
> "To apply their knowledge and abilities to the welfare of mankind."

---

1 Social Studies Syllabus, Guidelines Forms 1-4, Department of Education, Wellington, 1977.

The fourth form social studies syllabus is a very suitable vehicle for career education. The theme is "Social Change" and the following studies are specified in section A:

> Changes in society brought about by the action of individuals and groups.
>
> Changes in society brought about by the application of science and technology - examples to be developed in the areas of health, or environment and resources, or work and leisure, or some combination of these.
>
> Changes in society brought about by the mobility of people, ideas, money and goods in a New Zealand setting.

Section B calls for further studies "to investigate possible changes in the range of choices and decisions available to individuals and groups" - in community activities and in a student's own setting, suggested examples for the latter including "choosing a job". These studies are to be followed through further "To discuss the relationships between people's choices and social changes, and to consider the implications for participation in a changing society."

Thus in recent years the Form 4 social studies programme in many schools has included a study on "Work" or "Choosing a Job" or something similar, although these have varied greatly in form and vocational content. From the early 1970's the Vocational Guidance Service has provided advisory and resource assistance for these studies, and has recently developed (in co-operation with a Christchurch school) a complete teaching unit "The World of Work". This unit was specifically designed to incorporate the teaching methods and objectives of the 1977 social studies syllabus, but it can also be used as a resource kit for teaching in other subject areas such as economic studies, social education or integrated studies.

At the time of the survey there were indications that many schools were looking to develop more completely the Form 4 "careers" units they had been teaching. One reason for this is undoubtedly the concern that has grown in the last year or so to provide more positively for the difficulties school leavers are likely to meet in their transition from school to the more competitive and restricted youth employment market that has developed in the late 1970's.

One other reason for the relatively strong place for careers education at Form 4 is that subject programmes at that level are relatively flexible, whereas the examination pressures of the senior school mean that time is not available for such "extras".

The figures show a marked down-turn in the number of career-education objectives specified at the senior school. What assumptions lie behind this fall off? It seems unlikely that all seniors are destined for university, or if they are, that they will have no need of study skills, or the ability to plan ahead. In the light of the higher retention of pupils at the senior level, many of whom have uncertain employment futures, it seems vital to offer more help rather than less. The pressure of examinations and the demands of an already crowded curriculum must be factors in the apparent fall off in career education for sixth and seventh formers.

Staffing of Career Education

> Questions 4, 13, 14 and 17 were designed to find out the time allocation, numbers and type of staff involved. Who co-ordinates the programme, if anyone? Is Careers Education a fixed and accepted part of the timetable or is it in the nature of a spare time activity for enthusiasts?

The answers to these questions should help to indicate the importance schools attach to career education.

Of the 269 schools surveyed 66 reported no person responsible for co-ordinating a class-room based career education programme. In many schools, co-ordination was a shared responsibility. This meant that 262 persons were identified as co-ordinators in 203 schools.

TABLE 4: PERSON RESPONSIBLE FOR CO-ORDINATING CAREER EDUCATION PROGRAMMES

	number	% of sample
Guidance Counsellor	94	35.9
Careers Adviser	86	32.8
HOD: Social Studies	36	13.7
Commerce/Economic Studies	13	4.9
Guidance Teacher	10	3.8
Classroom teacher: Social Studies	9	3.4
" " unspecified	4	1.5
HOD: English	3	1.1
Dean	2	0.76
Curriculum Co-ordinator	2	0.76
HOD: Slow Learners	1	0.38
" Careers Guidance	1	0.38
Principal	1	0.38
	262	100.00

The largest categories of co-ordinators were guidance counsellors and careers advisers who, together, accounted for two-thirds of the total. HOD's Social Studies and Economic Studies were also significant in numbers as co-ordinators of career education programmes. This is not surprising as these subjects deal with the everyday activities of people and the world of work. Very often in these schools the bulk of the career education took place within those departments.

The involvement of these same people was confirmed by responses to Question 13 which asked which staff saw themselves being involved in a recognised career education programme. In more than half the schools surveyed, Careers Advisers, Guidance Counsellors and HODs Social Studies recorded their involvement in career education.

TABLE 5: STAFF INVOLVED IN CAREER EDUCATION

	numbers	% of schools surveyed	% of schools with programmes
Careers Advisers	159	59.1	83.3
HOD: Social Studies	144	53.5	75.4
Guidance Counsellors	137	51.0	71.7
HOD: Economic Studies	76	28.3	39.8
HOD: English	40	14.9	21.0
HOD: Other	17	6.3	8.9

Classroom teachers are also involved in career education to the extent shown in the following table.

TABLE 6: CLASSROOM TEACHERS INVOLVED IN CAREERS EDUCATION

number of teachers	number of schools	% of total sample
2	27	10.0
4	35	13.0
6	42	15.6
8	38	14.1
10 or more	38	14.1

Of those schools surveyed, 180, or 68%, have some teachers involved in a recognised programme. This represents approximately 1200 classroom teachers. If HODs, guidance counsellors and careers advisers are added, the number comes to about 2000.

This compares with a total secondary teaching force of about 12,000. While this calculation is admittedly a crude one, it is clear that less than one in six of New Zealand secondary teachers is involved in careers education. Two views often voiced were "Teachers have enough to do without another new subject." "Teaching about the world of work is very well, but it won't solve unemployment or make more jobs."

Form teachers or tutors in 28 schools were reported to be involved in career education programmes. It is hoped form teachers provide a point of "first reference" for pupils and pass enquiries on to other guidance staff. "It is on such consultation that effective educational and vocational guidance depends."[1]

Question 14 asks "Has there been a school-based in-service course on career education?"

Career education is an area in which teachers need training. It is an area in which discussion among staff is vital so that a co-ordinated programme is produced. The danger of duplication of some topics in different subjects is an obvious example of this need.

In reply to the question 17 schools said "Yes", 252 schools said "No".

Or stated in another way, of the schools surveyed, 93.7% have not had a careers education in-service course. Without the opportunity for training and co-ordination, it is unlikely that programmes will be cohesive. It is more likely that they will be "one-man bands" liable to suffer the same fate as the programme in one school where the principal commented "We had a programme but it collapsed when the guidance counsellor left." Another possibility, in the light of frequent survey comments, that "career education is covered in social studies and economic studies" is that instead it is buried by these subjects. Careers education could remain as noted in one survey report "a grey undefined area with some topics duplicated and some not covered at all."

It is not suggested that in-service courses offer a panacea for all that is lacking in career education. They do have obvious value however as their proliferation for other curriculum areas suggests. Significantly, of the 17 schools which have had such courses, ten reported having two or more.

An informed team effort by staff is essential if more than lip-service is to be paid to career education. Of schools surveyed, 71% claimed to have a career education programme. For some of these an in-service course could well offer a valuable chance for evaluation and development. For some other schools, an in-service course could be one small step towards a well thought out school-wide programme.

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1 UK Career Education Survey, p.13

One indicator of the importance attached by schools to career education is the time specifically allocated for careers work. Question 17 asked in part "When is the Careers Adviser available?" TABLE 7 summarises the responses. It should be noted that no distinction was drawn between schools with one adviser and those with two. The figures show the total number of periods in which a careers adviser is available.

TABLE 7: TIME ALLOWANCE FOR CAREERS ADVISERS

	Number	% of schools surveyed
No time allowance:	13	4.8
1 - 5 periods per week	141	52.4
6 - 10 periods per week	63	23.4
11 - 15 periods per week	7	2.6
15 plus periods per week	16	6.0
Full time	10	3.7
Unable to specify	12	4.5
	262	100.0

NOTE: The regulation governing time allowance for careers advisers is contained in Appendix D.

Only 3.8% of responses included a complaint about insufficient time. This is a surprisingly small percentage, smaller in fact than the group who have indicated that they have no time allowance at all. Over half the schools surveyed were allowed five or fewer periods a week. This does not seem over-generous. Much careers advice is conducted on a 1:1 basis and little guidance can be given in such a short time. The pressure would be worse if the careers adviser was also co-ordinator of career education as is the case in a third of the schools.

As would be expected, the amount and kind of guidance contact is quite different in smaller rural schools than in large city schools. This is not only because smaller rolls offer correspondingly smaller time allowances, but also because the guidance and communications relationships in the smaller school are of a closer, more informal and more personal nature. Guidance is also provided by the whole teaching staff, who come to know all the pupils in the school closely, as much as by the one or two with a recognised guidance responsibility.

Indeed, area schools have no position for a careers adviser or guidance counsellor. They receive, as do all schools, a small time allowance to enable teachers to carry out some of the guidance functions. A large proportion of pupils travel by bus, limiting the opportunities for the essential pupil contact. Class numbers often mean that all staff have heavy teaching contact commitments, so that the careers advising responsibility is likely to become an "extra" for a busy senior teacher or deputy principal. While it is true that these smaller schools do provide effective general guidance in more natural and more personalised ways, the specialist careers advising role seems to have had too little opportunity to develop effectively on this "unofficial" and often transitory responsibility basis.

It is clear that many careers advisers in both city and rural schools use time outside of time-tabled periods for their work. Formal contact is made with pupils who sign an appointment book if they want an interview. More informal contact is encouraged by careers advisers who are "available on request...."during breaks and free periods...."outside school hours".... and "anywhere around the school". Comments in the survey highlight the situation of the diffident pupil who, while reluctant to make a definite appointment, would rather "drop in for a chat". It is clear that careers advisers (and other guidance staff) have to be available when the pupils are free.

Resources

Question 17 asked "Where is the careers adviser available?"

Answers to this question gave a lot of information about the accommodation and facilities provided for careers advisers. These are summarised in the table below:

TABLE 8: FACILITIES FOR CAREERS ADVISERS

	Number	% of schools surveyed
Shared Office:	40	14.9
Own office	163	61.0
Own office plus waiting room	15	5.6
Suite of offices	11	4.1
Display room	15	5.6
No facilities	20	7.4
Not answered	5	1.9
	269	100.0

These figures suggest that careers advisers are relatively well accommodated. Nearly all have an office, the exceptions being those in very small schools. In 24 cases (6.8%), offices were cramped or in some "inadequate", and only 92 (just over one third of offices) were described as pleasant and functional. How careers advising can take place where there are no facilities must surely be a matter of concern to the 20 schools suffering this handicap.

The location of the careers office was a matter of frequent comment. One question highlighted was whether the office should be in the administration block. It has the advantage of being close to records, secretarial support, and, for the 28 careers advisers without one, a telephone. On the other hand "administration row" is not a place some pupils would find conducive to browsing through careers literature. One careers adviser complained that the location of her office opposite the principal's office had an "inhibiting influence". She did not say upon whom.

Obviously, a careers office should be accessible to pupils. Ideally, it should have records files and telephone, a waiting room with display and "browsing" space for pupils, and it

should be sited conveniently close to the Guidance Counsellor's office and to the Careers Adviser's own teaching room. Along these lines, some schools are in fact developing the concept of a guidance suite, in one or two cases incorporating a guidance resource centre.

On the accessibility of careers information to pupils, evidence is encouraging.

TABLE 9: METHODS OF MAKING CAREERS INFORMATION AVAILABLE

	Number	% of schools surveyed
On Application	266	98.1
Library	200	74.3
Accessible noticeboard	185	68.8
Distribution in class	96	35.7
Other	23	8.6

The general impression is that pupils are well served in the availability of careers information. A necessary proviso is that pupils "on application" find careers advisers available and approachable. It is vital, for example, that time set down for "careers" is not employed in handling other administrative tasks.

It is surprising that more schools do not maintain a careers noticeboard or similar display area. Whether this reflects limitation of space or lack of initiative is not clear. For many schools the provision of display facilities would be a positive step in careers education.

The mass of material available and its variety makes systematic classification essential for an effective information service. The survey did not ask how many schools catalogue their careers literature. It was noticed however that many careers advisers lacked filing facilities in their offices. As the material available grows, it raises the whole question of time, available labour and facilties. These must keep pace with the increased volume of careers material.

"Looking Ahead" is a comprehensive careers booklet available to schools. The table below summarises how it is used by schools.

TABLE 10: USE OF BOOKLET "LOOKING AHEAD"

	Number	% of schools surveyed
Handed out with some classroom discussion	209	77.7
Handed out with little comment	26	9.7
Handed out with remarks by teacher	19	7.1
Handed out with classroom discussion and planned parental involvement	19	7.1
Not used	12	4.5
Handed out with interview	4	1.5
Available from library	2	0.75

Comments from the survey show that teachers think "Looking Ahead" is good value. Several suggested that its reading level was too demanding. This may explain the preference for classroom discussion as the most popular way of using the booklet. This method also reflects the introduction and use of "Looking Ahead" as part of the Form 4 careers programme in social and economic studies in many schools. Since this survey has been taken the format and reading level of "Looking Ahead" has been altered in response to teacher comment.

Budgets

The amount of money allocated to it is another indicator of the place of careers education in schools. Table 11 summarises the responses to QUESTION 16 which asked for budget details.

TABLE 11: DETAILS OF BUDGET

Amount Spent	Comment	Number	% of schools surveyed
Nil	a problem	2	0.8
Nil	not a problem	40	14.9
Nil	no comment	112	41.6
Unspecified	Finance available from "general funds for special purchases.	24	8.9
$0 - $50		16	6.0
$51 - $100		20	7.4
More than $100		36	13.4
Blank		19	7.1
		269	100.0

The figures show that only 72 schools budget specifically for career education. 39 schools stated that they received money from the guidance budget. Only 13.4% of schools spent more than $100. One careers adviser complained that the purchase of a "Roto-scan" absorbed three year's allowance. Over half the schools surveyed reportedly spent nothing on career education. On the face of it, career education is not adequately financed.

It is true that several schools cite alternative sources of finance: "on request", "from the social studies grant", "from the PTA", and "charging it against administration" to name a few examples. However, it is not certain how much money comes from these sources. In many schools the PTA might readily foot the bill, especially for a capital item (like the Roto-scan). But it is unlikely that a principal will allow more than minimal purchases to be charged to his/her administration account.

This leaves a situation that prompts some speculative comment. For example, what is the concept of career education held by those schools which apparently spend no money on it? One explanation is that they equate career education with careers advising. In this case no money is needed. The programme can exist on free handouts from the Department of Labour and incidental expenses, which will be very minor, can, indeed, be "charged against administration". Result - "a Nil budget - no problem" for 40 schools.

As has been stated earlier, much of the career education that is carried out is done so in social and economic studies, and most of the resources used may be provided from the budgets for those departments.

Another possible explanation is that for many schools, careers education has not been established as a worthwhile investment in its own right. Schools allocate money for class materials according to traditional "as of right" grants to departments. Alternatively, for those operating zero-based budgets, money is allocated according to a priority ranking of objectives - or as one exponent put it - "where it will do the school the most good". Under either system, given that there are limited funds available, the task is to persuade others that career education deserves its slice of the cake.

This is no easy task and one made more difficult in the light of other information from the survey. Often there is uncertainty as to who is in charge of career education, while in many instances the co-ordinator is not a holder of a Post of Responsibility and lacks senior status in the staff. This can be a disadvantage when trying to persuade a Head of Department that some of her/his grant should be diverted to pay for career education. There is a strong suggestion in the information gathered in the survey that career education staff are not recognised in terms of Post of Responsibility. There is probably some connection between this feeling and the impression drawn from the survey that schools generally do not give career education much importance. In many schools the relevance and importance of career education may not have been clearly argued, for the reasons suggested above. This must be done before career education programmes can hope to get sufficient financial support. The corollary is also true: realistic budgets will encourage and allow worthwhile programmes.

The table below summarises answers to QUESTION 9 which asked which materials were used in the teaching of Career Education.

TABLE 12: MATERIALS USED IN CAREERS EDUCATION

	Number	% of schools surveyed
Vocational Guidance Service Modules/Units	89	33.1
Schools' adaptation of Vocational Guidance Service material	146	54.3
Schools' developed material	121	45.0
Commercial material	65	24.2
Subject material	101	37.6
Community Groups	56	20.8
None ticked	48	17.9

Many comments were made about the suitability of material. Most of these were made by only a few people, but taken together they form a useful picture.

A third of schools said that they used material supplied by the Vocational Guidance Service. Additional comments were:

"would like more."

"Lack of visual material .... related to NZ"

"Units too high powered."

"Job scenes and pamphlets are most popular."

"More suitable for average/low stream pupils than for upper stream pupils."

"Concerned that the role of vocational guidance counsellors is reducing."

More than half the schools surveyed said that they used Vocational Guidance Service units adapted for their own purposes. The idea of "revision" or "evaluation" of material came up repeatedly in additional comments which included:

"We revise and adapt the material every year."

"Revised by guidance staff."

"Organised by Social Studies Department."

"Plenty of material but insufficient time for staff to implement it."

"Need for a unified set of material."

"Useful to have topic introduced by Guidance Counsellor or Vocational Guidance Counsellor

"Resource handbook needs co-ordinating."

"Guidance Counsellor briefs staff on topic."

School-developed Material

Nearly half the schools said they used material developed by themselves.

It was not clear how well developed some of this material is. One comment did mention "tapes on employment seeking skills" and another "semi-programmed learning". However, also mentioned were "no structured programme" and "much content left to individual teachers."

There is obvious merit in a school seeking to develop its own material, particularly if it is custom-made to suit local resources and local aspirations. At the same time, it places an extra burden of preparation and updating on those responsible for the programme. The shortage of time was the single most frequently voiced complaint. This constraint must be balanced against the obvious advantages before schools set out to base their career education programmes on material developed by themselves.

Commercial Material

About one quarter of schools use some commercial material. "Speedcop" and "Crac" were names specifically mentioned, as was the "Values Clarification" series. Films are used frequently. Again, "insufficient time" and the "expense" were objections to the use of commercial material. The latter is a valid objection in the light of the budget statements mentioned earlier.

Community Groups

Community groups are a resource in careers education for about one fifth of schools. This may seem a low figure in the light of obvious advantages to be gained.

Comments about these community groups and how they are utilised included:-

"advantage of inside knowledge of local job situation."

"Opportunities for visits, work experience."

"University and other liaison officers."

"Government departments: army, Post Office."

"Best material comes from firms."

"Rotary, Lions, Round Table." Twelve percent of schools noted contact with service clubs."

"Careers Evenings."

Schools utilising community groups evidently feel they provide a good bridge between school and adult life.

General Comment on Resources

There was an occasional complaint "This school has no career education material." For most schools, however, there appears to be a wealth of material. A continuing need is for it to be updated, made more visually attractive, and adapted by teachers to suit local needs.

Again, the need for time is highlighted. This was a frequent complaint - that teachers do not have the time to absorb material and prepare it so that it can have the best possible impact on classes.

It could bear repeating that only a handful of schools have given their staff a chance to develop resources and plan programmes in the form of in-service courses for career education.

Career Education in Curriculum Subjects

QUESTION 5

Table 13 shows to what extent career education is incorporated within curriculum subjects. Schools saw this occurring in social studies, English, and economic studies. Some confusion appears to have arisen in the interpretation of the word "option": whether this applied to the teaching of a career education unit within a subject, or to the subject as a whole. However, this does not alter the total picture. One apparent feature is that Social Studies is the main career education "subject". This is particularly so at the fourth form. Economic Studies also has a significant link with career education. It is ony at fifth form level that career education makes any impact in the English syllabus. At this stage English teachers point out its relevance to such exercises as interview techniques and writing letters of application.

At the senior level, career education is not treated as an integral part of curriculum subjects.

TABLE 13: CAREER EDUCATION IN CURRICULUM SUBJECTS

		ECONOMICS		SOCIAL STUDIES		ENGLISH	
		Number	% of schools	Number	% of schools	Number	% of schools
F3	Compulsory	28	10.4	36	13.4	2	0.8
	Option	28	10.4	4	1.5	-	-
F4	Compulsory	17	6.3	124	46.1	7	2.6
	Option	28	10.4	21	7.8	2	0.8
F5	Compulsory	2	0.8	7	2.6	23	8.6
	Option	8	3.0	4	1.5	7	2.6
F6/7	Compulsory	-	-	-	-	5	1.9
	Option	3	1.1	3	1.1	1	0.4

In Question 7 schools were asked to state the number of periods spent in career education in a year. Issues considered were whether the time was taken as a block (say every social studies period for four weeks) or spread over the year; whether all pupils at a particular level were involved, or whether the programme was designed for selected groups. The responses are tabulated in Table 14.

TABLE 14: TIME SPENT IN CAREERS EDUCATION

		B L O C K				S P R E A D				
		Less than 10 periods		More than 10 periods		Less than 10 periods		More than 10 periods		Total Schools
F3	All	28	(27.7%)	10	(9.9%)	13	(12.9%)	9	(8.9%)	60 (59.4%)
	Selected	26	(25.7%)	10	(9.9%)	2	(2.0%)	3	(3.0%)	41 (40.6%)
	TOTAL	54	(53.5%)	20	(19.8%)	15	(14.9%)	12	(11.9%)	101 (100.0%)
F4	All	42	(19.7%)	54	(25.4%)	17	(8.0%)	16	(7.5%)	129 (60.6%)
	Selected	36	(16.9%)	33	(15.5%)	2	(0.9%)	13	(6.1%)	84 (39.4%)
	TOTAL	78	(36.6%)	87	(40.8%)	19	(8.9%)	29	(13.6%)	213 (100.0%)
F5	All	30	(27.3%)	7	(6.4%)	11	(10.0%)	10	(9.1%)	58 (52.7%)
	Selected	20	(18.2%)	12	(10.9%)	12	(10.9%)	8	(7.3%)	52 (47.3%)
	TOTAL	50	(45.5%)	19	(17.3%)	23	(20.9%)	18	(16.4%)	110 (100.0%)
F6/7	All	26	(30.6%)	4	(4.7%)	16	(18.8%)	5	(5.9%)	51 (60.0%)
	Selected	16	(18.8%)	1	(1.2%)	5	(5.9%)	12	(14.1%)	34 (40.0%)
	TOTAL	42	(49.4%)	5	(5.9%)	21	(24.7%)	17	(20.0%)	85 (100.0%)

i All or Selected Groups: There is a consistent 60%-40% split between the provisions schools make for all pupils and selected groups of pupils respectively at all form levels. This is not true for fifth form where just over half of the schools making provision for careers education do so for all pupils. Only at fourth form level do more than half of the schools in the sample make any provision for career education periods.

ii Block or Spread: At all levels schools are more likely to provide block rather than spread courses, though schools provide proportionately more spread courses at the fifth and particularly sixth and seventh forms.

iii Less or More than 10 periods: Schools consistently provided block courses for less than 10 periods with the exception of fourth form level where slightly more provided a course of more than ten periods. At the fifth, sixth and seventh form level only 24 schools provided a block course of more than ten periods while 92 provided shorter courses. The same pattern held also for spread courses.

Special Activities Related to Career Education

Not all career education is classroom, or even school-based. Several worthwhile special activities were noted by schools in answer to QUESTION 11 "What special activities/experiences are put on during the year related to career education?" These are summarised in Table 16.

TABLE 16: SPECIAL ACTIVITIES RELATED TO CAREER EDUCATION

Selected Activities	F3	F4	F5	F6/7
Work Experience/ Exploration (unspecified)	44(16.3%)	93(34.6%)	95(35.3%)	51(19.0%)
Work Exploration to selected jobs	12(4.5%)	32(11.9%)	49(18.2%)	30(11.1%)
Specific jobs of students' choice	8(3.0%)	19(7.1%)	31(11.5%)	24(8.9%)
Visiting speakers (unspecified)	40(14.9%)	81(30.1%)	123(45.7%)	123(45.7%)
Recruitment officers	51(19.0%)	57(21.2%)	65(24.2%)	64(23.8%)
Careers Day/Week/ Evening	102(37.9%)	125(46.5%)	142(52.8%)	140(52.0%)
Trips to Tertiary Institutions	-	1(0.4%)	9(3.3%)	15(5.6%)
Trips away (out of immediate area)	6(2.2%)	12(4.5%)	22(8.2%)	23(8.5%)
Visits to Career Planner (a structured information display	4(1.5%)	35(13.0%)	9(3.3%)	5(1.8%)

Provision for Careers Advising

Question 15 - This asked "What provision is made in careers advising at each form level?"

TABLE 15: CAREERS ADVISING PROVISION

Person	Method	F3	F4	F5	F6/7
Careers Advisers	Interview	133 (49.4%)	205 (76.2%)	222 (82.5%)	208 (77.3%)
	Class Talk	72 (26.8%)	121 (45.0%)	95 36.3%)	89 (33.1%)
Vocational Guidance Counsellor	Interview	45 (16.7%)	78 (29.0%)	173 (64.3%)	183 (68.0%)
	Class Talk	40 (15.4%)	109 (40.5%)	119 (44.2%)	96 (35.7%)
Guidance Counsellor	Interview	66 (24.5%)	105 (39.0%)	129 (48.0%)	129 (48.0%)
	Class Talk	47 (17.5%)	81 (30.1%)	55 (20.4%)	54 (20.1%)

The table shows for each form level the number of schools surveyed who make use of the expertise of careers advisers, vocational guidance counsellors and guidance counsellors. Interviews and class talks are the two "methods" examined here.

It should be noted that the table is not saying that <u>all</u> pupils in a school are interviewed or that <u>all</u> classes at a particular form level receive a talk. The table merely shows the number and percentage of schools where these measures are employed. It does not show the <u>extent</u> to which they are employed in each school.

It should also be noted that the information relates specifically to careers advising. This means that work often done with third forms under the heading "orientation" is not included here - hence the relative lack of emphasis on provision for careers advice at this level.

There are however significant numbers of schools in which careers advice, whether by interview or by class talks, is not provided. Thus, at Form 5 level, 17.5% of schools do not provide interviews with a careers adviser. At Form 6 level the figure is 22.7%. The survey did not establish whether this is because of lack of time by the careers adviser, or lack of interest by the pupils. A more optimistic, and likely, explanation is that at the senior level careers interviews are taken by guidance counsellors, as is the case in half the schools surveyed.

In the light of the figures for the use of vocational guidance counsellors it could well be asked if the expertise of these personnel is being under-utilised by schools. At the 5th form level, 64.3% of schools provide interviews with vocational guidance counsellors and at the 4th form level the figures is a low 29.0%. Nor are they used extensively in talking to a whole class, less than half the schools surveyed claiming to use them in this way. There is little indication that they are used for staff training, though this was not directly asked. They do run a one day careers adviser seminar per term.

Other responses to the question showed a variety of provisions for careers advising other than the main ones examined above. These can be listed as follows:

Liberal Studies

Talks by ex-pupils

Talks by specific occupations

Visits away

Interest groups

Careers Seminars

Interviews with principals

Interviews with Guidance Tchrs

Interviews with
Maori Affairs
Dept officer

Tutor/Dean
Interviews

These provisions show an encouraging attempt to diversify the number and type of people giving careers advice. It is of interest that some schools use tutors and deans in careers advising. The use of ex-pupils who can give advice based on practical experience, while still having a peer group contact with the pupils, seems a sound idea.

Guidance for Selecting School Options

QUESTION 10

Selecting subject options is often a time of quandary for pupils and their parents. The question of what subjects to do arises prior to entry to Form 3, re-emerges prior to School Certificate year and still bother some at 6th and 7th form.

In the survey, schools were asked what guidance was given in selecting options. Four main measures were mentioned:

1 Personal interviews: 115 schools (42.8%) arrange interviews between pupils and a staff member. In more than half the cases this would be the dean of the appropriate level. Personal guidance is provided by the careers adviser in 39 schools (14.5% of those surveyed).

2 Option evenings: Parents are involved in 161 schools (59.9%) in the decision-making over option selection. Parents' meetings may be used as a forum for discussing career education.

3 Class talks, involving deans, guidance staff, and HODs of subjects: 159 schools use this method.

4 Distribution of course/subject information booklet: This method is used by 51 schools (19.0%).

Some may claim that option choice has nothing to do with career education. In support of this statement they may say that it is a bad practice at third form or fifth form level to choose a pupil's subjects according to what he/she intends to do after leaving school.

Career education in fact bears on option choice for that very reason. It is career education in the true sense of the term for the implications of a subject choice to be pointed out to a pupil. This is to ensure he/she is able to cope with the work of the subjects chosen. It is also to ensure that a pupil

does not specialise too early. It is to make sure that the doors are left open for a change of mind. It is to ensure that a certain choice of options in one year does not preclude her/him from their chosen career.

Career education is one aspect of pastoral care of pupils. It is essential therefore that pupils be given sound guidance on option choices and it is important that parents be involved in the decision-making.

Parent-Community Involvement

Parental expectation and parental guidance are the most important factors in young people's choice of occupation. Close contact between parents and school is therefore vital for the success of any guidance programme. Table 17 summarises information from Question 12 which asked about strategies used by schools to involve parents in career education.

TABLE 17: STRATEGIES FOR INVOLVING PARENTS

	Schools	% of schools surveyed
Careers Evenings/Days	70	26.0%
Appointments with Careers Advisers/Individual Interviews	40	14.9%
Parents Evenings (Inc PTA)	36	13.14%
Options Evenings	24	8.9%
Report Evenings	23	8.6%
On request of parents	5	1.9%

It should be emphasised that these figures are for parent involvement related specifically to career education. They should not be taken to mean, for example, that only 23 schools hold report evenings. Rather, report evenings are seen by 23 schools as a real point of contact between parents and teachers to discuss the career implications of a pupil's progress. The statistics imply that for many schools there is a need to make more specific arrangements to involve parents when their children reach critical decision-making stages during their school career.

There were several comments which showed a readiness by parents to be actively involved:-

"parents offer to arrange displays"
"parents speak about own occupations"
"parents turn out in large numbers"
"good response to careers evening"
"parents involved through local clubs"
"parents involved through pre-employment courses"
"parents ready to ring up or discuss"
"local newspaper feedback"
"help with transport on visits"
"parents concerned about accommodation"
"parents help with tutoring"
"parents on careers evening panels"

A number of schools saw a close relationship between parental involvement and efforts by the school to keep in contact with parents. Some strategies mentioned were:

"parents turn up if well informed of what is on"
"full consultation regarding work exploration"
"parents able to borrow careers information"
"invitations sent home"
"encouraged by word of mouth"
"material sent home for discussion"
"guidance department at PTA meetings"
"parents encouraged to use school facilities"
"school input to local radio careers programme"
"survey of parents attitudes"
"staff are part of the community"

When asked what strategies he used to involve parents, one principal thought for a moment and answered "low cunning". His implication that parents were apathetic concerning career education is perhaps supported by the remarks made by other schools:

"not directly involved"
"practically nil"
"will not attend functions"
"parents show no interest"
"parents leave career education to the school"

In a total of 124 cases, schools expressed disappointment in the degree of parental involvement. "Not directly involved" and "practically nil" may, however, mean a lack of an appropriate initiative by the school just as often as a lack of interest by parents.

Special Attention Groups

The survey threw some light on groups of students that receive special help in terms of career education. These are pupils involved in work experience/work exploration schemes, and those pupils who are at the stage of seeking a job.

"GUIDELINES" defines and explains the situation of Work Experience in New Zealand. It is an "important extension of career education, carrying through the curriculum-based investigation of the world of work into first-hand learning experiences in the workplace." It can have "important values for personal and social development"[1]. It distinguishes between "official" work experience units for special classes, set up under the Psychological Service, and "unofficial" schemes in which other secondary students are given a practical taste of employment.

There are 88 official work experience units in the country with a total roll of 1158 pupils in 55 secondary schools. Pupils are placed in jobs for one day each week and receive close support from teachers who visit them on the job. Close liaison between school and home is an outstanding feature of the working of official work experience units.

"Unofficial" work exploration programmes have evidently multiplied rapidly in recent years. Most of the schools surveyed offered some sort of work exploration to some pupils. The following table is a summary of the numbers of schools which offer this opportunity at each form level.

TABLE 18: SCHOOLS OFFERING WORK EXPLORATION

	Number	% of schools surveyed
Form 3	68	25.3%
Form 4	154	57.3%
Form 5	189	70.3%
Form 6/7	114	42.9%

Schemes vary in the number and type of pupil catered for. The following are some representative samples picked from the survey:

- "2 lower ability Form 4 classes - 1 day per week for 5-6 weeks. Seniors on request for half-day."

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1 Guidelines for Career Education in Secondary Schools - Appendix B.

- "unofficial Form 5 class (non-school certificate) 1 day per week."

- "class of "reluctant returners" with no clear vocational plan. One day per week for 7 weeks."

- "'work sampling' for poorly motivated 4th and 5th formers - those with "school phobia" - from a few hours up to two days per week. Reason given - they are likely to leave early and so need an introduction to the working environment."

In practice these schemes operate mainly for students in lower ability classes. The main objective is to provide experience of going out to work, especially the social aspects, ie contact with working adults.

Other pupils receive work exploration as a more direct extension of their school work:

- "one week at a chosen job for all 4th form pupils as part of social studies unit "Work"."

- "one day in job of choice for economic studies class."

- "6th form typing class has half a day per week for six weeks in city offices."

Work exploration schemes obviously provide a valuable extension of classroom based career education. The popularity of such schemes has created a need for their co-ordination and it is noted that a committee is engaged in preparing guidelines with which all "unofficial" schemes will be obliged to comply.

A logical group deserving special attention in career education are those at the stage of seeking a job. Asked in QUESTION 20 if special provisions were made to assist leavers, schools answered as follows:

TABLE 19: SPECIAL PROVISIONS TO ASSIST LEAVERS

		Number	% of schools surveyed
F3	Yes	25	9.3
	No	244	90.7
F4	Yes	66	24.5
	No	203	75.6
F5	Yes	144	53.5
	No	125	46.5
F6/7	Yes	120	44.6
	No	149	55.4

The forms 3 and 4 figures very likely reflect the high retention of pupils in the following year in each case. The figures as a whole suggest, however, that more than half the schools do not make special provision for pupils at the stage of seeking a job. This is likely to reflect problems of providing special programmes for groups of intending leavers at appropriate points when they are most needed. However, at the form 5 level 53.5% of schools do make provision.

Several comments were made which help to explain the relative lack of attention apparently given those pupils leaving school:

- "the time that most pupils think about leaving is the busiest time of the year, particularly with public examinations."
- "often a pupil leaves at short notice, the first indication of his intention "when he arrives with his leaving form"."

Given the constraints mentioned above, it is not likely that "pressure cooker" courses will be popular with schools. It could well be added that all career education programmes provide in the long term for those at the stage of seeking a job. In fact, some help is given to leavers and job seekers in many schools on an individual basis, as the need arises, by careers advisers or guidance counsellors as they meet such students in the course of the interviewing programme or school leaving procedures.

It is in what could be termed 'medium term help' that well planned and adaptable provisions are made for those pupils who, it is anticipated, will be leaving school. Pupils in this category are identified by means of a 'future intentions' sheet filled out at the end of each year. A variety of activities are offered to these pupils.

TABLE 20: BASIS OF SCHOOL LEAVERS PROGRAMME

	Numbers	% of schools surveyed
School designed activity	92	34.2
Vocational Guidance Service material	37	13.8
Mixture of school and Vocational Guidance Service	56	20.8
Pre-employment programme	40	14.9
Individual interview programme	11	4.1
End of year school leavers programme	12	4.5
Slow learner work experience	7	2.6
Maori Affairs (Tutangata)	4	1.5
Placement	4	1.5
Voluntary Agencies	1	0.4
Not answered	5	1.9
TOTAL	269	100.0

Of these activities the following are some examples:

- individual help with applications
- placement in appropriate work exploration
- referrals to 'outside school' vocational centres such as Pitcaithly House in Christchurch, where courses are available in "personal development and job search"
- experience in mock interviews for job applicants
- assistance in actual job placement by careers advisers with contacts among employers

Placement of pupils in appropriate jobs is an objective of many programmes for school leavers. The development of job seeking skills is recognised as a necessary pre-requisite. In virtually all cases where a school runs a "leavers' programme" entry is voluntary - by personal referral. This is a good indication that pupils see them as providing valuable training for the competition of job seeking.

It is on the informal, person to person level that teachers probably do most for pupils leaving school. Support and encouragement are not shown in statistics, but they are essential ingredients, the "hidden curricula", of career education.

General Findings

From an analysis of the survey certain criteria were identified as characteristics of well developed, comprehensive programmes in career education.

Criteria

* The school has a career education programme - usually career education is well defined.

* The programme's importance is recognised by staff.

* There is staff support for and participation in career education.

* The school's commitment to career education is extensive, ie all or most classes are covered.

* A good coverage of the career education objectives (Q3) throughout all forms.

* There is a staff member responsible for co-ordinating the classroom based career education programme - usually Head of Social Studies Department, Guidance Counsellor, Careers Adviser.

* Vocational Guidance counsellors are used as teachers, resource people or both.

* Time spent on career education is specified.

* Career education programmes use a wide range of materials (Q9) - (including films, etc.)

* Students are assisted with subject options - choices are followed up with interviews, questionnaire, etc.

* Orientation programmes are provided for new students, particularly form 3.

* Careers Advisers, Guidance Counsellors, Deans visit classes.

* Teachers relate subject requirements of jobs and the career possibilities of specialist subjects.

* Parents are involved at this level of guidance - consultation with staff, parents' evenings, interviews.

* Slow learners and early leavers are given extra and special attention.

* The school has a work exploration scheme -- not always at the official level. Work exploration often involves a whole form or forms.

* Exploration visits involve large numbers of students.

* Visiting speakers from a variety of backgrounds are brought into the school.

* Regular careers evenings are held - once a year, or every second year.

* Parents are specifically involved - report evenings; interviews; assistance in tutoring, careers evenings; seminars, providing work experience openings.

* A number of teachers see themselves directly involved in career education programmes, as well as Careers Adviser and Guidance Counsellors.

* There has been a school-based in-service course on career education.

* Careers Advisers, Vocational Guidance Counsellors, Guidance Counsellors cover all/most classes with class talks and/or interviews.

* Finance is no problem for career education. Expenses are usually from administration or class materials budget.

* Careers Adviser has adequate time allowance, and/or Guidance Counsellor makes adequate time provision for the careers guidance part of his/her responsibilities.

* Careers Adviser and/or Guidance Counsellor has own well-appointed office - occasionally a suite, including waiting room and adequate display area, accessible to pupils.

* Careers information materials is readily available from several sources.

* "Looking Ahead" is handed out with some classroom discussion.

* School makes special provision for those at the job seeking stage - all levels from F4-7.

* Leavers are surveyed by Careers Adviser and Guidance Counsellor. Many schools have a policy of leavers signing out with Careers Adviser or Guidance Counsellor.

* Leavers programme based on school designed activities and/or Vocational Guidance Service programme.

* These programmes aim at developing job-seeking skills, placement and personal growth.

The completed survey questionnaires were grouped in terms of the degree to which they conformed to these criteria.

Group A - possessing all or a majority of the criteria.

Group B - a number of the criteria are met, but a number are not.

Group C - few of the criteria are met.

TABLE 21: NUMBER & PERCENTAGE OF SCHOOLS IN EACH GROUP

Group	Number	% of schools surveyed
A	57	21.2
B	104	38.7
C	108	40.1
	269	100.0

It is recognised that the groupings are broad, the placement crude, and that the information on any questionnaire is not necessarily complete as it was gathered largely in one visit to the school. In addition the survey only quantified the provision of career education and involved no qualitative assessment of the programme in practice. For this reason the grouping must be regarded as tentative. However, the above tabulation does indicate the extent to which provision is made for career education.

Some analysis was carried out to examine possible co-relations between programme "categories" and school size, type and location. The figures are summarised in the tables below:

TABLE 22: GROUP BY SIZE OF SCHOOL

School Size	Number	A %	B %	C %
Less than 300	49	4 (8.2)	12 (24.5)	33 (67.4)
301 - 500	28	4 (14.3)	11 (39.3)	13 (46.4)
501 - 850	85	18 (21.2)	34 (40.0)	33 (38.8)
851 - 1200	78	18 (23.1)	37 (47.4)	23 (29.5)
More than 1200	29	13 (44.8)	10 (34.5)	6 (20.7)

It is interesting to note that there are marked differences in the reported provisions of career education in small schools compared with large schools.

Perhaps this can partly be accounted for by the nature of the small school where it is reported that personal relationships between staff and students is closer and assistance in career education is provided on an informal basis.

It may also however, relate to the inter-dependance of careers advisory - career education roles. Only schools with 200 plus students will have a careers adviser. Schools with roll numbers below 200 or area schools are not eligible under present regulations for careers adviser time on the appointment of a careers adviser. Whle this does not preclude the school from developing a career education programme the lack of a focus for the support role could affect the situation. The category up to 300 therefore includes groups with different entitlement for careers advisory assistance.

The small schools are mainly rural in location and perhaps their relative isolation creates special needs in career education for their students.

The reports on a number of small schools, particularly area schools did not come to hand to be included in the analysis. However the reports display similar characteristics to those already noted for small schools.

TABLE 23: GROUP BY SCHOOL TYPE

Type of School	Number	A %	B %	C %
Co-ed	218	44 (20.2)	84 (38.5)	90 (41.3)
Boys	25	4 (16.0)	10 (40.0)	11 (44.0)
Girls	26	7 (26.9)	11 (42.3)	8 (30.8)

From these figures it appears that girls schools are more highly represented in the higher categories than either the boys or co-ed schools.

Conclusion

The survey reveals a general need for improved career education programmes. Most of the 269 programmes surveyed could be improved in a number of areas, particularly definition, co-ordination, and commitment.

It is too narrow a view of career education to equate it with careers advising. The two are in fact complementary but distinct aspects of guidance. Several schools however have not realised the difference. Other schools are too liberal in their definition when claiming to have a "programme" of career education. What they have are parts of a programme - a unit in social studies, a work exploration scheme for slow learners, a careers evening - not a structured, on-going sequence of learning experiences for all pupils.

The "bitsy" nature of many "programmes" betrays a lack of co-ordination. This is evident in an uncertainty as to who is in charge and a lack of awareness of what teachers in other departments are doing that could be relevant to career education. A common assumption is that career education is the province of the Guidance Counsellor. It is clear that if a school is to have a comprehensive programme for all students then there must be a co-ordinator. Many teachers, are doing little or nothing in career education. A number who have a career education programme are not working to clearly defined or adequate objectives. Few schools appear to have a coherent philosophy of career education. Only a handful have taken the opportunity of an in-service course to develop one. It is not surprising that most teachers do not recognise career education as any of their business. It is essential that in-service training is provided for teachers if career education is to develop.

The commitment of schools to career education is limited. Of the schools surveyed, 29% admit having no programme. Where programmes exist, the point was made often that staff are reluctant to become involved. It is reported that parents too, seem apathetic with luke-warm responses to "careers nights" the rule rather than the exception. Perhaps it is the way that parents are usually involved is more in question, and that more effective ways need to be devised.

To end on a more optimistic note, it is fair to say that some excellent programmes have been developed which fulfil the criteria discussed earlier. These are a tribute to the dedication and expertise of both teaching and advisory staff. Positive steps have been taken with regard to the 12 project schools, and the development of resources for career education. This survey provides the basis and direction for further development.

APPENDICES

Appendix A: The 1979 Survey

The survey schedule reproduced on the following pages and administered to all state secondary schools in 1979 was prepared, carried out and analysed in the following steps:

1 A teacher, experienced in career education, was asked to draw up a series of questions which he would ask if looking at a school's career education programme.

2 An advisory committee (Appendix C), which included representatives of PPTA, the Vocational Guidance Service of the Department of Labour, and the Department of Education, studied and revised the draft survey. Assistance was given by an officer of the Research & Statistics Division, Head Office, Department of Education.

Note: Many of the questions were deliberately open-ended. This was so because of the very wide variety of programmes it was expected to survey. It was also intended that the surveyors could use their own knowledge and observations "to fill in the gaps".

3 The survey was carried out by each state secondary school being visited by a seconded teacher or officer of the Vocational Guidance Service who was himself briefed as to the intentions of the questions within the survey schedule. This method was preferred to the alternative method of mailing questionnaires to schools. It probably ensured a higher response level (92%, ie 269 schools) and a greater degree of consistency of reporting than if surveys had been filled in by individual schools. This procedure was adopted following discussions with representatives of the New Zealand Post-Primary Teachers' Association and the Principals' Advisory Committee. Some schools were not able to be visited at the time of the survey. Although they will be surveyed during 1980, their programmes did not contribute to the report.

Note: It is important to stress that the schedules were filled in by the visitor to each school and so it is his perception which is recorded, not necessarily how the schools see themselves.

4 The completed surveys were then analysed using a format designed in consultation with the Research and Statistics Division of the Department of Education. This format is outlined in the list of contents.

SCHOOL PROGRAMME (Career Education)

1 Does the school have a career education programme?
Yes/No

2 What is the schools definition of career education?

3 The following career education objectives are specified at which levels

	F3	F4	F5	F6&7
Self awareness				
Opportunity awareness				
Decision-making skills				
Transition skills				
Social skills				

4 If the school has a classroom based career education programme, who is mainly responsible for co-ordinating it?

Curriculum co-ordinator
Dean
HOD subject (specify)
CA/GT/GC
Classroom teacher (specify subject)

5 Career education is incorporated in curriculum subjects. If yes, what subjects; number of pupils; compulsory/ optional.

F3 Yes/No				
F4 Yes/No				
F5 Yes/No				
F6/7 Yes/No				

6 If career education is curriculum related, Vocational Guidance Counsellors are

a used as teacher

b used as resource

c not used.

7 Numbers of students and periods spent at career education; if not all of a year group indicate which groups are involved.

Involved		Groups or	
Girls	Boys	Forms	Period
		F3	
		F4	
		F5	
		F6 & 7	

8 Deleted from survey.

9 Career education programmes use

Vocational guidance modules/unit
Schools' adaptation of vocational guidance material
School developed material
Commercial material
Subject material
Other
Community groups

Comment:

10 What way is educational guidance provided for selecting school options related to career choices?

11 What special activities/experiences are put on during the year, related to career education

	F3	F4	F5	F6&7
Work experience				
Work exploration visits to				
Visiting speakers				
Careers Evening				

12 What involvement is there of parents in career education

F3

F4

F5

F6/7

What strategies are used at which levels?

Staffing

13 Which teaching staff are involved in a recognised career education programme

HOD SS Engl Econ Other

Classroom teachers 2 4 6 8 10 +

CA GT GC

14 Has there been a school based in-service course on career education. Yes/No Numbers Time

School Programme (Careers Advising)

15 What provision is made at each level eg class talks, individual interview

	F3	F4	F5	F6&7
CA				
VG				
Other				
GC				

Physical Provision

16 What is the budget for careers advising
for career education
What is source of funds

17 a When and where is the careers adviser available?

Entitlement, time allowance and when available

Facilities

b GC/CA. Time used.

18 Is careers information material readily available

on application
accessible maintained notice board
library
distribution in class by CA or teacher

19 The booklet "Looking Ahead" is

a not used

b handed out with little comment

c handed out with remarks made in assembly and/or

d handed out with classroom discussion

e handed out with classroom discussion and planned parental involvement.

20 Is special provision made for those who are at the stage of seeking a job. Yes/No

F3 F4 F5 F6/7

21 How are these students brought into the programme (in Q.20).

22 What is used as the basis of this programme (in Q.20)?

school designed activities
Vocational Guidance Service programmes
mixture

23 What are the objectives of the programmes in Q.20?

Skills?
Placement?
Personal Development
Other (specify)

24 Name of School:

Address:

Roll:

Type: Boys
Girls
Coed

Appendix B

G U I D E L I N E S

F O R

C A R E E R E D U C A T I O N

I N S E C O N D A R Y S C H O O L S

Introduction

Acknowledgements

A Providing Careers Guidance in the School

B Career Education - A Focus in Learning

C Career Education Curriculum

D Work Exploration

E Staff Roles and Responsibilities

F The Role of Parents

G Pre-employment and Pre-vocational Courses

Appendices

I The Transition from School to Work: Problems and Provisions

II Propositions Relating to Vocational Development and Career Education

III The Role of Parents in Career Guidance

May 1979

Introduction

The past decade has seen significant development in various aspects of guidance in New Zealand secondary schools. Much of this stems from "Guidance in Secondary Schools - Report of a Working Party" (July 1971), which reviewed the earlier beginnings in guidance provisions and set out patterns for their full development.

Not least in importance has been the growing recognition of the concept of career education, not as an additional "subject" but as a focus for personal development through the curriculum, and also as a foundation for individual vocational counselling. Largely under the lead of the Vocational Guidance Service, a considerable variety of approaches and programmes for career education have been introduced in many schools in the past five or six years. From a review of this activity, these guidelines have been drawn up for the purpose of leading further development in schools where this need is felt. They formulate both current practices and suggested developments, and are intended to provide a working plan rather than a final scheme.

Acknowledgements

The ideas and suggestions in the various sections that follow derive from a number of sources. Several sections are based on papers presented to the review course "Career Education and Work Exploration" held at Hogben House in July 1978, as reported in the statement "Considerations Relating to Career Education" produced as an outcome of that course. In particular, full acknowledgement is made to the following course contributors:

R G Oliver, Inspector of Secondary Schools, Auckland - Course Director
D McMillan, Senior Guidance Adviser, Auckland Vocational Guidance Centre 1974-78 - sections on Career Education Curriculum and Staff Roles
W I Reid, District Vocational Counsellor, Hamilton -section on Work Exploration
E J Wadsworth, Senior Lecturer in Education, University of Waikato - "Propositions" (Appendix II)

Curriculum objectives and suggestions are drawn also from "Workshop Notes" produced by an earlier (July 1975) Hogben House Career Education course. Other material is contributed by R G Thomson, Senior Guidance Adviser, Christchurch Vocational Guidance Centre, who has also been responsible for editing the material from these various sources for this guidelines statement.

Note: The term "career" is used throughout with its broadest connotation, to refer to the occupational or employment future of any or all students.

A PROVIDING CAREERS GUIDANCE IN THE SCHOOL

1 Aims for the development of guidance provisions

"The aim .... should be the provision, in each school, of programmes of teaching and discussion, and a network of advice and influence, which will bear on all students in the normal course of their school life."

("Guidance in Secondary Schools - Report of a Working Party" Department of Education, Wellington 1971: p.7.)

From this recommendation for dual teaching and advisory approaches in guidance services, a full range of programmes in social education and provisions for personal guidance and counselling have developed. Within this broader field, the area of career guidance has shared in the development: programmes of career education have been introduced to complement the long-established careers advising provision. While these guidelines are concerned primarily with the career education component, it is essential that its development be held in close relationship with the advisory function.

2 The two provisions in careers guidance

CAREER EDUCATION--- (complementary / interdependent) ---CAREER ADVISING

- Incorporated in curriculum subjects	- An extracurricular and specialist function
- Taught by teaching staff	- Provided by guidance staff
- Classwork programmes for all students and levels	- Individual counselling at appropriate points
- To foster development of vocational knowledge and ideas	- To aid career exploring, planning and decision-making
- With specialist support of guidance staff, and drawing on community resources	- With support of vocational Guidance Service and other counselling services

3 Careers advising functions - provided by careers adviser, guidance counsellor, or guidance teacher.

Suggested priorities are:

a Provision of careers information: active dissemination through the school as well as on request - a well-managed "information system" is essential.

b First-level advice: interpretation of information with students, and suggestions for further action; closer counselling and/or referral as appropriate to adviser's skills and student's needs.

c Promotion of local "world of work" contacts: to develop employer-school relations and work exploration opportunities.

d Participation in career education programmes: specialist contributions at appropriate points, and general assistance to teaching staff and in co-ordination of programmes and activities.

4 Developing career education in the school - a suggested strategy.

To provide effectively for this important aspect of the student's personal development, curriculum planning for an on-going school-wide programme is required. Appropriate steps in planning are:

a The place of career education in the school curriculum

i Does the staff as a whole recognise the purposes, nature, and place of career education?

(This is of first importance for ensuring the widest possible participation. Points for discussion are provided in the following section B and related appendixes.)

ii What are the main elements of career education needed at each level?
How can these be developed to reach all students in the most appropriate form?
Which subject areas can best contribute, using available teaching skills and resources?

(Content and progression for career education programmes are suggested in section C.)

b Practical points in planning

i Who will co-ordinate the programme across the subjects and through the levels?

(An assigned responsibility for this, before detailed planning begins, is essential.)

ii Given placement of selected elements within subject areas, what teaching units will be appropriate at particular levels? Are alternative approaches needed for particular groups?

iii How much time and staff commitment is desirable for each teaching unit? And what is practicable?

c Development of the programme units

The usual steps in planning teaching units should be followed:

i Define the objectives for the unit, appropriate to level and within the overall objectives of the programme.

ii Plan modules and topics, in terms of content and method, including variations for the needs of particular groups.

iii Select, adapt or develop resource materials and aids that will achieve the unit objectives. Would it be possible, profitable, and practicable to make use of community resources?

d Evaluation of the programme and its various units

Appropriate methods of evaluating the teaching should be built into the planning of each unit and for the programme as a whole, related to the objectives in each case.

B CAREER EDUCATION - A FOCUS IN LEARNING

1 Every aspect of education, through providing for the acquisition of knowledge and development of various skills, is a preparation for living in the present as well as for the future. In that sense all education may be regarded as career education.

This longer-term dimension is however sometimes overlooked, and the immediate goals of examinations and completion of study courses dominate the student's horizon. For many students there appears to be a dichotomy between what they learn at school and how they prepare for life. They should be prepared in advance for the situations they will face in leaving school, taking up employment, facing periods of unemployment, and the need to find and follow satisfying leisure activities.

2 Career education adjusts the focus onto living, and in particular on the area of preparation for living and working in the community. For this purpose specific studies or modules should be introduced into various subject areas as well as in specific career education units in the school programme.

3 The frame of reference for career education is defined by those aspects of personal growth we are concerned to foster in the student. These are -

a Self-concept: knowing oneself.
b Occupational concepts: knowing the world of work.
c Occupational self-concept: knowing what one wants from work.
d Life values: knowing what one wants from life beyond the work place.

The four career education objectives are self-knowledge, opportunity awareness, decision-making ability, and transition skills.

4 The school may be a base from which career education takes place, but the home and family and various groups in the community, including employers and workers, may together play an equal part. Schools should draw on all such people and agencies as resources for career education programmes and units.

5 Career education is curriculum-based investigation of the world of work and the student's possibilities in that world. It has an important extension in various forms of work exploration, which carries the investigation through in first-hand learning experiences in workplace settings.

6 Career decisions are personal and so individual counselling must be provided at appropriate points through the school years.

7 The essential rationale for career education is the student's preparation for the transition from school to the world of work. For today's young people entry to the working world poses significant problems, for which the school has a compelling obligation to make positive provisions in its learning programmes. (Appendix I - "The Transition from School to Work" - gives selected extracts from overseas studies which clearly describe these problems, together with summaries of two approaches in guidance provisions to meet them.)

NOTE: Further points for discussion relating to the nature and place of career education are listed in Appendix II - "Propositions Relating to Vocational Development and Career Education."

C CAREER EDUCATION CURRICULUM

A progression for school career guidance programmes.

Intention

Career education is to be seen as an ongoing programme throughout the school. It should provide a plan of continuing enquiry for students by which they can progressively clarify vocational concepts and their own career possibilities. During this search, no career choice will be regarded as a final commitment, but open to periodic review as students become better informed, more aware of themselves and their possibilities, and more confident of their vocational directions.

Objectives

These provide the basis for arranging teaching units, defining their content, and deciding on methods and learning experiences. They also provide the criteria for evaluation.

1 Self-knowledge and personal growth

To help students -
- to explore their interests and aptitudes;
- to become aware of their personal characteristics, potentialities, strengths and weaknesses;
- to identify and clarify their own values in terms of both their work expectations and what they want of life beyond work.

To provide opportunities for students to share and clarify their vocational attitudes, experiences, problems and plans with other students and adults. In so doing, to gain further experience in relating to others and to the world beyond home and school.

2 Opportunity awareness and appropriate aspirations

To provide many avenues by which students can explore the world of work -
for a recognition of the range of occupations open to them;
for an understanding of the nature of work in society, and of its implications for individuals in their life-space as a whole;
for an appreciation of the effects of social and technological change on the patterns of work, training and employment.

To help students discover their own vocational possibilities by gathering information about careers likely to be suited and available to them, related to their developing self-knowledge and personal growth.

To ensure that students appreciate the opportunity factors that may bear on their career plans, so that they may develop reasonably realistic expectations and aspirations.

3 Decision-making abilities and self-direction

To provide opportunities for tentative goal-setting, and for periodic review of plans and goals, based on developing self-knowledge and opportunity awareness.

To make students increasingly more responsible for finding their own vocational directions, and more independent in their own career decisions.

To teach students effective decision-making skills and to foster flexible attitudes to future possibilities, including readiness to review and revise decisions made in the light of new knowledge and experience, and to face future situations which are likely to require "change" decisions.

4 Transition skills and preparedness

To create an awareness of the need to think and plan ahead for working life, and of the relevance of schooling as a preparation for it.

To equip students with study skills to promote their educational achievement at and beyond school, and with personal and social skills, both to facilitate their expanding social relationships and to foster the competencies of independence.

To develop in students a sense of relationship to community as the setting and source of both their future livelihood and their social and leisure activities.

To help students acquire needed skills and an adequate degree of confidence to enable them on leaving school to take the necessary steps to seek and secure an appropriate employment beginning, and to function competently in it.

To give students a knowledge of where and how additional education, training and experience can be acquired, and of sources of help beyond school for vocational or employment questions and problems that may arise.

Guidance Checkpoints

These are a series of points through the student's school life which call for advisory action by various members of the guidance team - form teacher, level tutor, careers adviser or guidance counsellor. In the main these actions are to provide reviews of students' progress and plans, or assistance with choices that need to be made - including, when the time comes, the leaving decision and employment-seeking action.

The guidance checkpoints are listed below with the suggested content for the teaching programme at each level to indicate the continuing complementary advisory activity. They also emphasise that the provision of pastoral care at each level is the key to the complete effectiveness of the career guidance programme.

OUTLINE OF PROGRAMME CONTENT

Level	Content and Guidance Checkpoints
FORM	Theme: THE NEXT STEP - TO THE FUTURE
II	Interesting Occupations: beginnings in gathering knowledge about the world of work. Next Step - Secondary School: continuing strands in schooling and new opportunities - primary/secondary similarities and differences. Guidance checkpoints: for transition to secondary school. - Prospectus/handbook: course/subject/option choices - Secondary enrolment - local procedures - Secondary liaison with Form II teachers: progress/test data; course/class placement. - Familiarisation visit; New Parents Evening

FORM III — Theme: ORIENTATION - SCHOOL AND COMMUNITY

Induction/familiarisation activities: Student Handbook
New school environment: buildings, facilities
Organisation: personnel and functions; class/form/house structures; management and regulation.
Guidance staff: personnel, functions, availability.

School as a Community: developing personal relationships (beginning at class level); school and student - membership roles and responsibilities; extra-curricular activities - facilities, opportunities, values.

Secondary schooling - place in education system; social functions.

School in Community: linking organisations and relationships; cultural and recreational opportunities.

Study/learning skills: preview courses, subjects, options; subject content and progression, extension/remedial provisions; study skills - independent "home"work.

Vocational ideas: some beginnings may be made on Form 4 content - if classes show a readiness for it.

Guidance checkpoints

- Progress checks: first half-term; mid-year: adjustment, progress, problems, needs.
- Term 3: Form 3-4 subject/option choices or changes.

FORM IV — Theme: LOOKING AHEAD - THE WORLD OF WORK

A modular or block unit should be planned to introduce important vocational ideas and approaches to career planning.

Work in Society: functions of work; patterns of work in the local community; the labour force in New Zealand - distribution, age/sex structure; the role of trade unions; health and safety at work.

Work Satisfaction: various motivations/values; work and wages; need for work-leisure balance.

Self-awareness/appraisal: interests, achievements, skills, experience, personal traits, strengths, potentials.

Range and variety of occupations: groupings by function, interests etc; interdependence of occupations; levels of skill and responsibility.

Sample occupational studies: ways of exploring career ideas using information and first-hand enquiry - from "browsing" to researched project studies.
Social change in relation to work: occupational change; changes in the work force; effects on work skills, work activities and work organisation; implications for career planning and aspirations.
Employment prospects - the opportunity factors: youth employment; the local scene; possible strategies.
Tentative goal-setting: short and long term objectives and what is required for their attainfment.
Vocational Guidance booklet "Looking Ahead".

Guidance checkpoints

- Progress checks: mid-year or earlier - progress, problems, needs.
- Identify intending Form 4 leavers: refer to Employment Seekers programme (see Form 5).
- Form 5 course/subject/option choice: educational plans and goals, career implications.

FORM V

Theme: CONTINUING CAREER EXPLORING

The emphasis moves to individual enquiry and re-appraisal - of interests, skills, achievement, academic goals, vocational directions and strategies. Individual counselling is increasingly needed.

Study skills: discipline of planned study; working habits and conditions; specific aids and methods for study and learning; reading and note-taking skills; revision and examination skills
Review of career planning and thinking: Term 1 questionnaire - self-profile, stage of career thinking, information needs, this year/next year goals and plans
Continuing individual enquiry in both range and depth by various approaches: using school information system, careers seminars, visits, speakers; work exploration and work experience for familiarisation with employment environments - see following section D.
Further study and training: upper secondary and tertiary study/courses and vocational trainings of all kinds, pre-employment and in-employment; levels of training and qualification; closing dates and applications - preparing as a competitive applicant

Vocational concepts: topics for modules through Forms5-6:

- Social and technological change: case studies of effects on occupations and working patterns; Women and work; redundancy and retraining
- Work-related values: working for money, aspiration, job security, job status; employer/workmate relationships
- Decision-making: problem-solving strategy; practice and application to career questions
- Work and leisure - planning for the work-leisure balance; life values of developed leisure activities
- On Your Own: aspects of working life and increasing independence, especially money and legal matters - panels of speakers, including recent leavers.

Guidance checkpoints:

- Progress checks: mid-year or earlier - progress, problems, needs
- Review/re-assessment of goals and plans: seminars for end of Term 2:
  a Next Year options: leave/return; courses and subjects
  b Employment Seekers: job-seeking skills training; finding a beginning; employment and unemployment; sources of help beyond school; adjustment to working life - panels of recent leavers and local employers/personnel officers.

FORMS Theme: SELF-DIRECTION AND DECISION-MAKING

VI-VII Emphasis now on developing students' acceptance of responsibility for their own education and vocational directions, including participation in planning and organising career programme activities.
Individual counselling is essential as needs become quite specific and personal.

Continued individual research, using information, seminars, speakers, work exploration visiting/work experience; with review of interests, goals, decisions
Tertiary/training institutions: liaison officer talks and assistance; visits for familiarisation
Study skills: review of needs and methods
Values clarification: self-appraisal of life ambitions; influence of social controls and pressures

Vocational concepts and vocational development: continue and complete programme of module topics as listed for Form 5 - including aspects of increasing independence, especially orientation to city life for students of rural schools

Guidance checkpoints

- Progress checks: mid-year or earlier, especially for management of workload at more advanced level, requiring more self-direction - progress, problems
- Review/re-assessment of goals and plans: Term 1 questionnaire
- Individual counselling and referral (based on needs indicated by questionnaire)
- Review of further study and training opportunities: closing dates and tertiary/training liaison visitors provide several occasions for seminar-type reviews with individual follow-up.

STAFF ROLES AND STARTING POINTS

1 For roles and responsibilities of teaching and guidance staff in the career education and guidance programme, see section E.

2 Vocational Guidance Centres of the Employment and Vocational Guidance Service (Department of Labour) can provide a variety of career education models and vocational guidance strategies for schools. It is recommended that schools, as they plan for the establishment or further development of comprehensive career education programmes, do so in conjunction with vocational counsellors in their Vocational Guidance Centre.

3 The smaller school: The closer relationships that are possible with smaller numbers will not require the same organisational provisions as will be needed in a large city school. The range and depth of students' needs will however be much the same, so as complete a programme as possible should be developed, making full use of all available school and community resources.

D WORK EXPLORATION

1 Extending Career Education

Work exploration is an important extension of career education, carrying through the curriculum-based investigation of the world of work into first-hand learning experiences in the workplace. This is not only a means of extending occupational knowledge, but can have important values for personal and social development. Work exploration is one way of testing reality against self, as young people come to grips with the complex tasks of vocational preference, eventual choice, and job attainment.

2 Work Exploration Schemes

Two main forms of sampling employment by students still at school have developed in recent years:

a Work Experience: placement for short-term employment induction and experience for students of special classes (established under the Psychological Service) - usually for one day per week for about six weeks or more. Guidelines for the operation and administration of these "official" work experience schemes are set out in Circular Memorandum T73/72, and will continue to apply.

b Work Exploration (Work Orientation, Work Sampling): similar placement of other secondary students in "unofficial" schemes with vocational guidance objectives ie introduction to the world of work, experience of employment environments, development of career ideas and occupational knowledge, and testing of tentative choices.

NOTE A national Student Work Exploration Scheme (SWE) is being established in 1979-80: guidelines for its operation and administration are set out in Department of Education Circular 34/1/64 issued 22 March 1979. All "unofficial" schemes are now required to comply with SWE conditions specified in the circular, the full provisions of which will operate from 1980. It is expected that SWE will effectively co-ordinate all work experience and work exploration activities involving employment placements by providing -

i a liaison point for all schools, employers and trade unions in the district

ii harmonious relations for work exploration programmes and established work experience classes

iii a means to ensure recognition of educational objectives

iv a means of evaluating SWE programmes

3 Other Forms of Work Exploration

As well as placements for employment experience, work exploration in its broadest definition may take various other forms. These other activities will not come under the SWE requirements, but in some cases (as h, i, j below) consultation with the school or local area SWE co-ordinator will be essential to avoid untimely demands on the local community resources on which the success of all work exploration activities depend.

More specific objectives in work exploration may thus be achieved by such specially arranged activities as -

a Occupational information browsing in the school careers information centre, or the careers reference room at a Vocational Guidance Centre, which can be a useful link between the career education programme and work exploration at first hand.

b Holiday or part-time jobs of the student's own arranging.

c Short visits to industry, commerce or tertiary institutions - to look at career clusters eg scientific, artistic, administrative etc; or for school subject extension studies eg mathematics in structural engineering, surveying etc.

d Work experience within the school eg office, laboratory.

e Careers exploring courses arranged by Vocational Guidance Centre - to provide students with a range of occupational visits, often in vacation weeks.

f Careers Evening or similar functions - providing contacts for students with representatives of various occupations.

g Panel conferences with employment representatives, young workers, union representatives etc - for general school-to-work discussion.

h Surveys of occupations in a town or city block for local "world of work" investigations: may be a SWE preliminary activity.

i "Days in business" schemes - to look at a range of jobs and skills involved in a particular industry or organisation. (This would need to be co-ordinated with SWE.)

j Pre-employment or pre-vocational courses - would probably include elements of work exploration: see section G below.

4 Educational Values of Work Exploration

Effectively organised activities in work exploration can give:

a Experience of adult and social demands - allaying anxieties about work and adults in work situations, and providing opportunities for confidence building, development of the self-concept and growth of self-esteem, experience in self expression to peers and adults, overcoming shyness and improving interpersonal relations in both the classroom and the work place.

b Learning experiences that can help to clarify vocational interests and preferences.

c Psychological as well as social and economic experience - in expanding life-space, previewing coming changes in life style, forming and clarifying values, independence in making decisions, broadening social dimensions - class, ethnic, age group.

d Perception of the relevance of school studies and of work habits and routines.

e Insights into the value of group support - making a new group of friends at the workplace, and returning to one's known class group: both seem crucial ingredients to success and satisfaction in the workplace.

f Functional knowledge and skills involved in future roles - earning a living, raising a family, civic participation.

g Beyond-school orientation that may ease problems of

i isolation from the adult world
ii lack of opportunities to assume responsibility
iii limited choices among approaches to learning
iv relevance and integration of secondary schooling in a technological society
v intellectual alienation and need for realistic content for thinking

5 Readiness for Work Exploration

To develop needed skills and readiness for learning in work exploration situations, there are different needs at different ages and stages of schooling and development. These must be provided in curriculum-based preparation. Some particular aspects that should have been covered before students embark on any kind of work exploration include:

a Information exploring and gathering skills - selection of relevant details, questions to be asked, noting and reporting skills

b Personal contact skills - customs and courtesies in meeting people, telephone enquiry and interview skills

c Age-group bridging skills - coping with differences in attitudes and values

d Frames of reference for career thinking - career interest fields, occupational classifications, links between subjects and occupations, self-knowledge and assessment

6 Preparation and Organisation

Work Exploration takes students out of the school and puts them "on their own". If the objectives are to be achieved, there must be careful organisation of the practical arrangements, both within and beyond the school. Students must be well prepared to manage the new situation profitably, and to cope with any contingencies that might arise.

The SWE requirement that parents be fully informed and give written consent could well apply also to less formalised activities and visits, as one way of involving parents in their children's career exploring generally.

For many students of rural schools, it may be very desirable to arrange preliminary "day in town" trips, made with the assistance of parents. Members of service clubs are usually very willing to help in such visits. The arrangements should aim to provide students with experience in finding their feet in the city - familiarisation with busy streets and traffic; using maps, timetables, buses; finding snacks and meals; and perhaps an introduction to a large employing organisation. For students of remoter schools, a first visit to a nearer and smaller centre could also involve some beginning work exploration visiting.

Checklists of organisational details for work exploration and familiarisation visits are available.

E STAFF ROLES AND RESPONSIBILITIES IN THE CAREER EDUCATION AND GUIDANCE PROGRAMME

The developing guidance orientation

Developments in many secondary schools in recent years to meet broader educational objectives have already provided the basic requirements for the implementation of effective career education and guidance programmes. Guidance counsellors have now been appointed to almost all secondary schools, and will play a major part in this.

There has been a growing recognition that beyond meeting scholastic and instructional needs, schools have the further important role and responsibility of contributing positively to the personal growth of all their students, both through teaching programmes and by pastoral care. A greater flexibility in curriculum, together with school-based staff training in broadening the teaching role, are two particular responses which have contributed a guidance orientation in the management policies of many schools. Readiness to draw on community resources and to build closer school-community interaction and relationships has done much to reduce the tendency, particularly of larger city schools, to work in relative isolation from the world of employment and the community at large. All these developments have special relevance for building elements of career education into the school's teaching curriculum.

In schools already working along these lines, responsibility and participation in provisions for personal and career guidance are shared by many staff members. In larger schools, the need to co-ordinate these provisions across various subject and specialist areas, and through all form levels, is recognised in an assigned responsibility. The following description of roles and responsibilities suggests such a pattern of wide staff participation with effective co-ordination for a fully developed programme of career education and guidance in the school. While the "pastoral" roles of form teacher and tutor are concerned mainly with the student's general welfare and progress, they too have links with the career guidance provisions.

1 CAREER EDUCATION AND GUIDANCE ROLES

Career Education Co-ordinator

Develop school programme in career education across subjects and through the form levels, in conjunction with HOD's and teaching staff

Assist subject teachers in planning teaching units, including selection and adaptation of resource material and aids appropriate to particular class groups

Co-ordinate the use of school and community resources needed and available to facilitate the programme and its various teaching units - including visual aids, speakers for seminars or panels, contact suggestions for visits and visitors etc

For practical points in planning and co-ordination, see section A - Developing career education in the school

Note: Work exploration and Work experience: programmes in these activities are required to be operated under Department of Education guidelines. Their co-ordination could be a career education responsibility, or provided separately.

Subject teachers/Heads of Departments

Incorporate career education units in subject courses to contribute to the school programme, as agreed with the co-ordinator

eg Form 4 Social Studies, or Form 4 Social Education, or Form 4 Integrated Studies: block or modular "World of Work" unit

Form 3/4/5/6 English: teaching units in study skills as appropriate to level

English teachers: assist with Employment Seekers' seminar - especially in teaching communication skills of job-seeking: this could be a teaching unit in some Form 5 classes

Planning to teach and evaluate units or modules, including the development and use of resources and aids, with the assistance of the career education co-ordinator and the support of guidance staff for appropriate topics.

The practical implementation of a teaching unit for several classes should be the responsibility of one of the subject teachers involved as a syndicate leader ie for production of resource materials, timetabling arrangements needed for shared aids etc.

Careers Adviser/Guidance Counsellor/Guidance Teacher

(Guidance Teacher: This role has been established in some schools, including "guidance network" schools, with a half time teaching commitment in a subject area and the other half to an aspect of guidance - career education or social education or careers advising etc. The guidance teacher may thus have a special responsibility or a co-ordinating function in one of the roles described in this section, as arranged in the particular school.)

In schools with two or more careers adviser/guidance counsellor appointments, one should be designed "careers guidance co-ordinator" with oversight for the careers advising provisions as a whole:

Establish and maintain the careers information system, including an "information centre" with reference material directly accessible to students; and a provision for students to borrow copies of particular leaflets for further study.

Encourage individual vocational enquiry by providing a variety of further avenues - "review of plans" questionnaires, careers information displays, work observation visits, visiting speakers, "careers evening" etc.

Provide individual and group guidance and counselling, including leads for follow-through action such as work observation, making application, developing extra-curricular background for chosen career etc.

Refer to liaison or visiting vocational counsellor those students who have difficult problems of choice or opportunity.

Provide or arrange guidance action for guidance checkpoints at each form level.

Assist in career education programmes, especially when detailed knowledge of occupations or study/training courses is required; or for sessions on self-evaluation, decision-making or career planning.

Assistance in job placement and job adjustment counselling may be called for in some locations; assistance of or referral to the Employment and Vocational Guidance Service may be appropriate in many cases.

(Guidance Counsellors will also have further personal counselling functions, including referral to specialist sources of help.)

2 PASTORAL GUIDANCE ROLES

Form Teacher

Early-year orientation/overview activities, appropriate to year level.

Day-to-day pastoral oversight:

- monitor educational progress and personal adjustment
- refer students with course or "other subject" problems to tutor.
- provide first-level counselling, and refer students with more difficult problems to appropriate member of guidance staff.
- refer intending or likely leavers to careers adviser.

Initial work relating to subject choice or options.

Provide parents with adequate information concerning both school achievement and personal development of their children.

Tutors/Deans (Forms Level)

General oversight and assistance in form teacher responsibilities.
Co-ordinate maintenance of cumulative student records covering both personal and educational progress information.
Monitor educational progress - especially through checkpoint progress assessments: arrange assistance for students with problems and needs.
Refer to careers adviser or guidance counsellor those students with career or personal problems.
Supervise subject/option choice arrangements, providing individual educational guidance as required.
Initiate/supervise early-year orientation or overview activities.
At senior levels, provide overview of tertiary courses of study and training, including qualification and bursary information.

F THE ROLE OF PARENTS

Schools have tended to take over rather more of the roles and responsibilities of parents than many see as desirable. Exploring and choosing a career is an area in which many parents do wish to take an active part, and the school's programme should always include activities giving opportunities for parents to be involved.

The "Careers evening" arranged by many schools gives one such opportunity, but is often the only planned involvement. Some schools and Vocational Guidance Centres have conducted parents' seminars, covering ways they can help their children plan and prepare for work and life beyond school. For this kind of programme topics could include:

- Ways and means of job exploring, through friends, relatives, workplace visits (including parents' own); holiday, part-time and voluntary jobs.
- Sources of occupational and employment information.
- Problems in career planning, such as subject choice and requirements, unhelpful pressures, self-knowledge needs.
- Sources of help: guidance staff and facilities, at school and beyond school.
- Developing work-related attitudes and habits, including handling money, personal responsibility, social skills and relationships.
- Balance between work and leisure: need to develop a range of satisfying leisure interests.
- Developing background experience, skills, knowledge for a desired training opportunity; preparing applications and developing other job-seeking skills.

These practical aspects are examples of the important and influential ways within the family in which parents can contribute to the career guidance of their children. A full statement of the role of parents as models and counsellors is reproduced in Appendix III - The Role of Parents in Career Guidance.

G PRE-EMPLOYMENT AND PRE-VOCATIONAL COURSES

Aim To prepare young people for entry into employment - both young unemployed and school returners awaiting employment.

Theme Mutual responsibility: community-school-young jobseeker - a three-way involvement for support and positive action.

Content Content will vary according to the group selected and the term of the course eg terminating pre-employment course, or on-going alternative school course for returners etc.

Most courses will contain three important components:

a personal development (including interpersonal relationships)

b vocational development (employment choice and opportunity, job skills, jobseeking skills etc)

c social development (including consumer and community studies).

These courses may be organised within the school or by community agencies. Guidelines are available from Vocational Guidance Centres or the Department of Education.

Appendix I

THE TRANSITION FROM SCHOOL TO WORK: PROBLEMS AND PROVISIONS

A Problems in Youth Employment : What the Reports say

"The transition to working life confronts those leaving the educational or vocational systems in their new stage of life with a set of completely new problems. It enforces decisions which will greatly influence their future life. The avoidance of unnecessary friction is an essential prerequisite of successful personal development and social integration.

For several years the integration of young people into working life has presented increasing difficulties. Remarkable and alarming indicators of this tendency are for instance:

- unemployment or the risk of unemployment
- restricted choice of occupations owing to a lack of vocational education and training opportunities
- mismatch between the character of occupations available and the individual's qualifications and aspirations."

("From Education into Working Life" - Report of the Education Committee, European Communities Commission (EEC) December 1976)

"Despite their generous expenditure on education in recent years, most governments in industrialised countries still have a youth problem and are attempting to find ways to facilitate the entry of young people into working life. The key features of the present situation reflect both the particular characteristics of the younger generation and those of the world of work:

- there is a gap between the aspirations and expectations of the young and the employment conditions of current production processes;

- there is a discrepancy between initial education and training received and the actual qualifications required in the various economic sectors as regards knowledge, working habits, attitudes and the capacity to adapt;

- the segmentation of the labour market and the wage and salary structure make it difficult for young people to know what kind of career to pursue;

- there is a divorce between the value system of the industrial society and the ideas of young people, which are based on their opinion of society and to some extent on their reluctance to accept its foundations and constraints."

("Entry of Young People into Working Life" - Report drawn from member-country technical reports: OECD 1977)

"While the present economic outlook is seriously aggravating the problem of jobs for young people, it is neither the sole cause nor the central issue. The causes and issues are:

- a deficit of new jobs
- growing competition for jobs
- inadequate preparation for working life
- young people are a disadvantaged group in the labour market."

("Youth Employment and Unemployment" - OECD "Observer" July 1977)

B Guidance Provisions for Transition Needs - Two Views

"At one side of the vocation gap stands the school, at the other the employer. What can either do to ease the transition? The school can do two things once it has decided upon the kind of guidance it wishes to provide: it can offer information, and it can offer simulated experience. The initial decision is crucial, for it demands an appreciation of theories of vocational and personal counselling: schools should at least be aware of what it is they are trying to do when they embark upon elaborate work experience schemes or adopt a tutorial system.

Four main points may be offered as cornerstones for a guidance structure that has been commonly adopted in Britain, and which has seemed appropriate to at least one Australian department of education:

1 The preparation for the transition from school to work is a preparation for living and not merely the preparation of a number of individuals for particular jobs.

2 This involves practice in decision-making, some understanding of motivation and need satisfaction, and the promotion of self-awareness with regard to work and leisure needs, and community and personal values.

3 Such preparation should be planned to include all major educational choice points and cover both personal and vocational maturation. Neither personal nor career counselling should be permitted to become mere crisis counselling during the leaving year.

4 To undertake such a task the school needs to involve a large number and perhaps all its staff, including the principal, and some specialists in the area of guidance who will be able to co-ordinate internal school activities and extend the school relationships into the wider community."

("Preparation for the Transition from School to Work" - C J Morgan in The Australian Journal of Education, Vol 1 No 2 June 1977)

Some practical points in guidance for a competitive job market:

1 Make young people aware of the realities of the job market.

2 Lead the essential step of confronting one's goals with the likelihood of attaining them.

3 Develop decision-making skills for alternative choices and strategies, and for sensible decisions about realities.

4 Encourage development of widest possible array of personal skills such as public speaking, sporting abilities, music, drama, group participation and leadership and so on.

5 Develop use of community contacts in employment field - such as work experience or holiday work employers, family friends and relatives, community groups and institutions.

6 Teach job-seeking skills - writing personal resume, applications, interview; especially the importance of first impression.

7 Encourage voluntary work experience relevant to chosen field - or merely as 'work induction' experience.

8 Guide planning in both short and long term where necessary: short-term employment may be needed as stepping-stone for either experience or income.

9 Provide ready access to accurate information.

10 Encourage use of sources of help beyond the school, especially employment and counselling services.

(Summarised from "Counselling Students for a Poor Job Market" - Dick Harvey, Director of Pupil Personnel Services, Department of Education, New Brunswick - in a Canadian journal, mid-1977)

Appendix II

PROPOSITIONS RELATING TO VOCATIONAL DEVELOPMENT AND CAREER EDUCATION

Some points for consideration and discussion

The basic questions for teachers might be:

To what extent can these concepts be relevant to my teaching of my subject?
What contribution do I - can I - make to the vocational development of my students?

1 The meaning of work may be different to different people; basic life satisfactions may be achieved in ways not related to job satisfaction; future work roles are not always known. So - we should not spend our energies helping a person select a specific occupation, but rather to help him become a flexible adult able to cope with inevitable changes.

2 Vocational counselling cannot take place in a vacuum. The student needs information, a conceptual vocabulary, a rang of experiences, and a set of decision-making skills. These develop in the normal process of social maturation, so occupational choice is itself a developmental process. Hence the student needs continuing opportunities to grow in self-awareness, in knowledge and experience of the community and the working world, and in personal and social skills required for successful transition from the school years to that community as a functioning member of it.

3 The vocational thinking of young people is influenced by their concern to understand themselves as individuals, to foster an acceptable self-identity, and to commit themselves to clear directions and goals of personal growth. They need opportunities to develop their own values that will help them channel their energies into a satisfying lifestyle and to decide what part work will play in it.

4 Career education can help the school to convey curriculum information to students in a way that is meaningful and sensible to them.

5 Career education teaching units could be concerned with many established curriculum concepts such as -

- social control eg people adapt to opportunities open to them - the influence of "opportunity structures";
- social change eg the influence of traditional values on the capacity of individuals and societies to change their thinking about occupational roles and the place of work;

or with educational values such as -

- influencing aspirations eg expanding opportunities for girls;
- fostering autonomy eg helping students think through their own alternatives to choices suited to their needs and preferences.

6 There can be no distinction between educational and vocational guidance: they are complementary aspects of the one continuing process, and all educational activities have vocational significance.

7 For most young people, the secondary school years are the time when the horizons of choice and possibility are most fully and directly open to them.

Appendix III THE ROLE OF PARENTS IN CAREER GUIDANCE

"Without question parents can and should be in the most influential role as models and counsellors to their children. Having some measure of direct control over the environment in which their children have been reared, they have the unique opportunity to expose them to experiences appropriate for self-fulfilment. As their children enter public education, parents share, but do not give up, the responsibility for their development. Parents who take full advantage of the information given them by school staff members concerning the interest, aptitudes, failures and achievements of their children, can use this background of information to provide the following career guidance and counselling:

a Assistance in analysing their children's interests, capabilities and limitations.

b Explanations of the traits required, and working conditions and life styles of workers in work areas with which they are most familiar.

c Discussion of work values developed as a result of past experiences and of the consequences they have experienced.

d Discussions of the economic condition of the family as it applies to the children's education and training needs and assistance in planning a course of action.

e Help in using the experience, knowledge and services of relatives, friends, fellow workers and other resources in exploring the world of work and in planning and preparing for their children's role in the work society.

f Provision of a model and counselling to their children during critical developmental periods of their lives in an attempt to have children establish and maintain positive attitudes towards themselves and others.

g Exemplification of the attitude that all persons have dignity and worth no matter what their position in the world of work.

h Provision of situations that allow children to experience decision-making and to accept responsibility for the consequences of their decisions.

i Maintenance of open communications between school and home so that the experiences of both settings can be used in meeting student needs.

j Provision of opportunities for children to work and accept responsibility of the home and community."

(From "Career Development and Career Guidance." - a National Vocational Guidance Association and American Vocational Association Joint Position Paper.)

Appendix C

Advisory Committee on Careers Education.

Miss L Kennedy	Education Officer (Guidance Administration), Head Office, Department of Education, Convener.
Mr C Duley	Convener PPTA Guidance Panel, Post Primary Teachers Association.
Mrs M Garlick	Education Officer (Women) Head Office, Department of Education.
Mrs D Macdonald	Education Officer (Guidance Resources), Head Office, Department of Education.
Mr B Masters	Chief Vocational Guidance Counsellor, Department of Labour.
Mr A Milne	Education Officer (Special Education), Head Office, Department of Education.
Mr R O'Connor	Education Officer (Curriculum Development), Head Office, Department of Education.
Miss W Penman	Education Officer (Maori & Islands Education), Head Office, Department of Education.
Ms K Roper	Post-Primary Teachers Association.
Mr D Rowe	Inspector (Secondary Schools), Central Region. Department of Education

Appendix D

Education (Salaries and Staffing) Regulations 1957

59. 1 In any secondary, technical, or combined school, or in the secondary department of a district high school in which the total number of full time pupils on the roll on the 1st day of March in any year is not less than two hundred, the Director may, on the recommendation of the controlling authority, approve the appointment of a member of the teaching staff as a careers adviser, who, in addition to his teaching duties, shall carry out the special duties enumerated in subclause 6 of this regulation.

2 In any co-educational school in which the total number of full time pupils on the roll on the 1st day of March in any year is not less than four hundred the Director may approve the appointment of two careers advisers, one for boys and one for girls.

3 As a condition of appointment the Director may require the teacher recommended by the controlling authority for appointment as a careers adviser to attend and satisfactorily complete a special course of instruction of not less than ten half days' duration at such time and place as he may determine and, if he deems it necessary, during a period of school vacation.

4 As a condition of continued appointment the Director may also require a careers adviser to undertake other special duty or training at a Vocational Guidance Centre during the school vacations:

Provided that the total time occupied in such special duty or training, together with the training period specified in subclause 3 of this regulation, shall not exceed in the aggregate fifteen days in any year.

5 Careers advisers shall be appointed for a period of twelve months, but the Director in his discretion may approve appointments for shorter or longer terms.

6 The duties of the careers adviser shall include -

a The giving of advice to pupils and their parents on matters pertaining to the careers of pupils;

b The supplying of information to pupils regarding different vocations;

c The maintenance of contact between the Principal of the school and the District Vocational Guidance Officer of the district in which the school is situated; and

d The responsibility for the keeping of such records as may be considered by the Director or the Principal to be necessary for the offering of advice on vocational matters to pupils and their parents.

7 For the purposes enumerated in subclause 6 of this regulation the careers adviser shall, subject to the approval of the Director, be freed from his normal teaching duties for a period in each week calculated on the following basis, namely:

a Where there are less than two hundred but more than one hundred full time pupils in respect of whom he was appointed adviser, one teaching half day;

b Where there are two hundred or more such full time pupils as aforesaid, one teaching half day for every two hundred of such pupils;

c Where in any case to which paragraph b of this subclause applies there is an additional number of such full time pupils as aforesaid not amounting to two hundred but exceeding one hundred, one teaching half day.

8 The Director may also approve the payment of reasonable travelling expenses and allowances to any careers adviser who, in order to attend courses of instruction or to carry out special duties for which the prior approval of the Director has been obtained, is temporarily required to live away from his usual place of residence.